

Beyond Soft CLIL/ Hard CLIL: Charting Out Programme Options Along the CLIL Continuum

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‘Hard’ CLIL

‘Hard’ CLIL:

- an umbrella term, comprising not only immersion, subject learning through another language, but also home stays and study exchanges (Mehisto et al., 2008: 12-19)
 - Prototypical settings: Classrooms in Europe where content subjects (e.g. Geography, History) are taught in an L2 by content teachers; this type is termed ‘Hard’ CLIL (Ball, 2009; Bentley, 2009)
- (reviewed in Ikeda, 2013)

‘Soft’ CLIL

‘Soft’ CLIL:

Taught by language teachers with a stronger focus on language learning

(Ball, 2009; Bentley, 2009)

(reviewed in Ikeda, 2013)

Divergent contexts, convergent issues

Content-based education (CBE)

Content-based instruction (CBI)

Immersion

English medium instruction
(EMI)

Content and Language
Integrated Learning (CLIL)

Use students' additional language to teach content with the **dual aim** of achieving both **content** learning and additional **language** learning.

et language → authentic communicative contexts →

content learning

higher
target language proficiency

Hard or Soft?

Language and **c**ontent are always already **i**ntegrated.

(Halliday, 1993)



M. A. K. Halliday

Systemic Functional Linguistics

“The distinctive characteristic of human learning is that it is a process of making meaning — a semiotic process; and the prototypical form of human semiotic is language. Hence the ontogenesis of language is at the same time the ontogenesis of learning”

(Halliday, 1993, p.97).

Language is the primary semiotic (meaning-making) resource to construe (i.e. to construct and understand) **c**ontent.

***Langaging* in collaborative dialogue**

(Swain & Lapkin, 2013)

- *Langaging in collaborative dialogue* is essential for content and language learning
- ‘When one languages, one uses language, among other purposes, to focus attention, solve problems and create affect. ... language serves to construct the very idea that one is hoping to convey’ (Swain & Lapkin, 2013, p.105).

So why **CLIL**? What does it mean?

using discipline-specific **l**anguage to **teach** **c**ontent (Hard CLIL?)



How are they
different?

teaching discipline-specific **l**anguage to **talk about** **c**ontent (Soft CLIL?)

What challenges are immersion [CLIL] programmes facing

One (using an L2
learn content) Get
Free (picking up the
at the same time)"?
Does it work?

"Despite the well-documented and acclaimed benefits of immersion, these programmes experience a number of challenges. Primary among them are documented deficiencies in the language proficiency acquired by immersion students. Since the 1970s, studies have shown that while immersion students acquire native-like receptive skills, their productive skills remain lacking. The language they acquire typically lacks grammatical accuracy, lexical specificity and variety, and is less complex and sociolinguistically less appropriate."

What about immersion programmes in other contexts,
Hong Kong, Taiwan, Japan?

(Cammарata & Tedick, p. 10)

CLIL? Soft? Hard? Content Teachers? Language Teachers?



The question is a pedagogical one (Dalton Puffer, 2013) as well as a programme design one.



My focuses today



The Continuum of Content and Language Integration



A Framework for different degrees of content learning and language learning



Program options along the continuum



Adjunct/Linked course model



Mapping out Language Demands of Content Topics



Challenges in Exam Culture Contexts

Met's (1998) Continuum of Content and Language Integration

CONTENT-BASED LANGUAGE TEACHING: A CONTINUUM OF CONTENT AND LANGUAGE INTEGRATION

Content-Driven

Content is taught in L2.
Content learning is priority.
Language learning is secondary.
Content objectives determined by course goals or curriculum.
Teachers must select language objectives.
Students evaluated on content mastery.

Language-Driven

Content is used to learn L2.
Language learning is priority.
Content learning is incidental.
Language objectives determined by L2 course goals or curriculum.
Students evaluated on content to be integrated.
Students evaluated on language skills/proficiency

Davidson & Williams' (2001) classification system

Curriculum focus

Theoretical model/approach

Teaching materials

Curriculum function (e.g. syllabus, unit, lesson, activity)

Programme type/student groupings

Teacher roles

**Developing a Framework for planning
varying degrees of integration of
content and language learning:
Introducing Some *Curriculum Alignment
Concepts* (Biggs, 2003)**

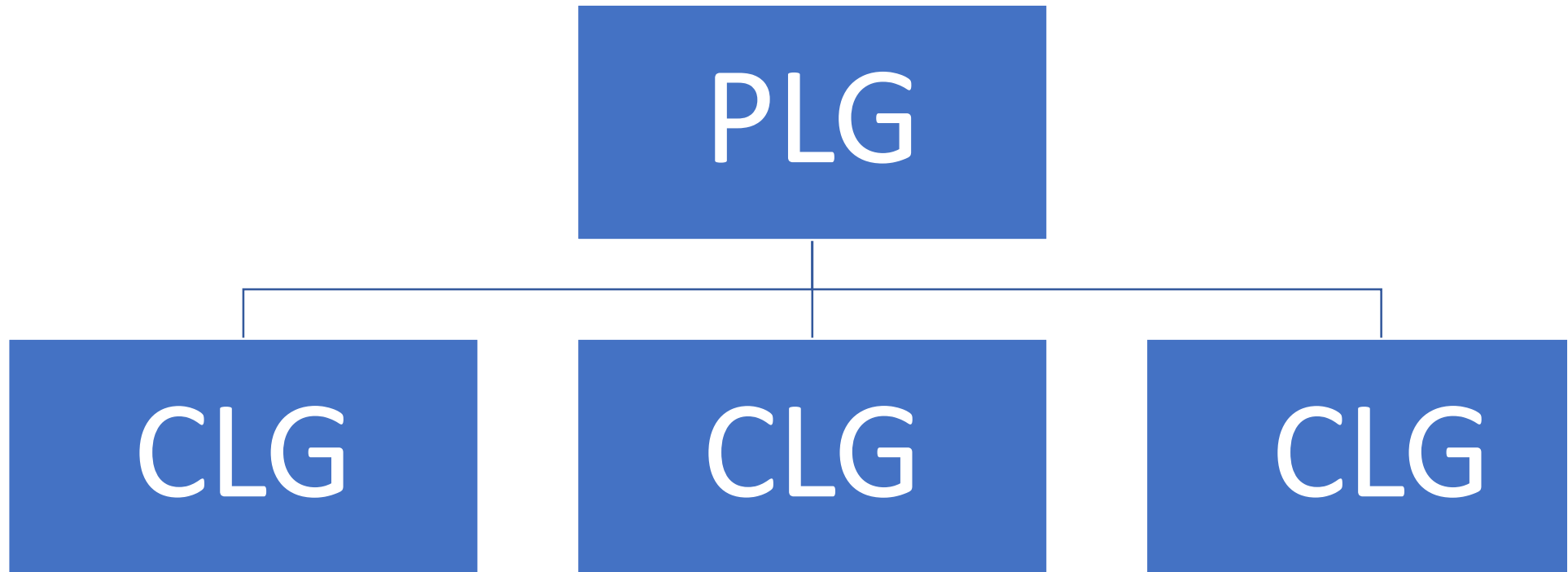
Curriculum / Programme Design: Theories & Principles

Biggs' (2003) model of constructive alignment in curriculum design

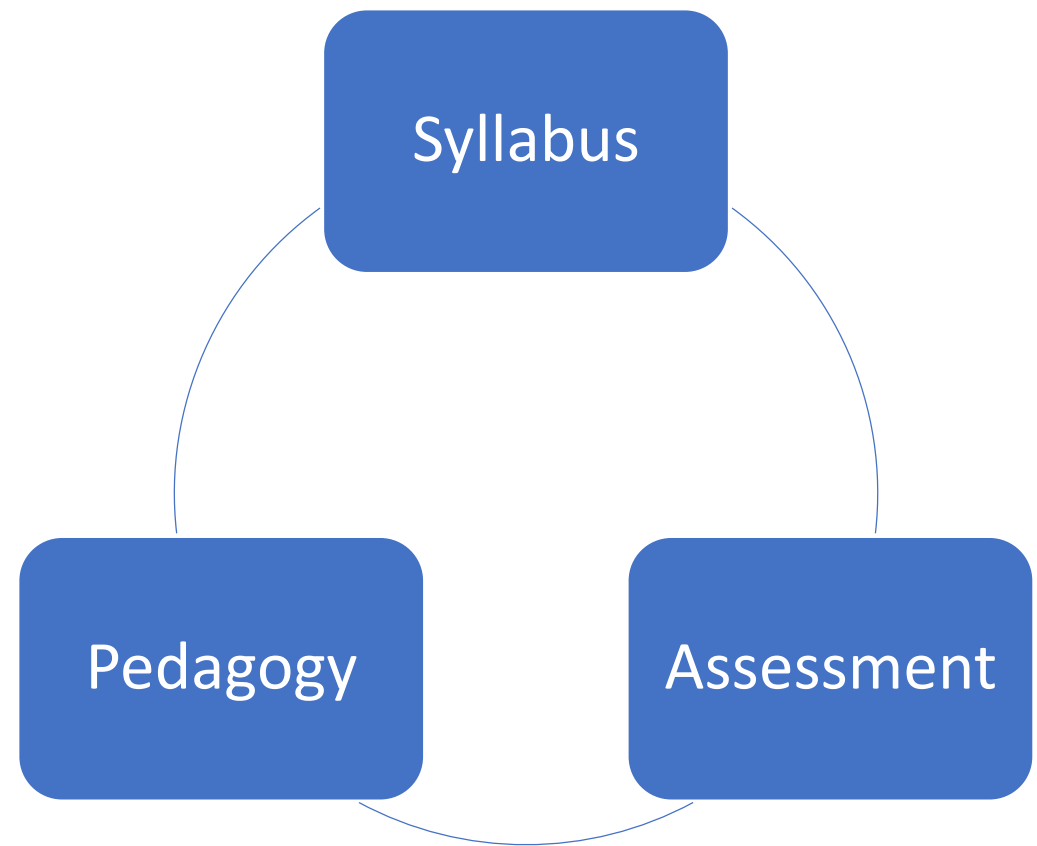
Reference & resources:

- [http://www.ucdoer.ie/index.php?title=Using Biggs%27 Model of Constructive Alignment in Curriculum Design/Introduction](http://www.ucdoer.ie/index.php?title=Using_Biggs%27_Model_of_Constructive_Alignment_in_Curriculum_Design/Introduction)

In general, a programme consists of courses



A course (module) consists of 3 key components:



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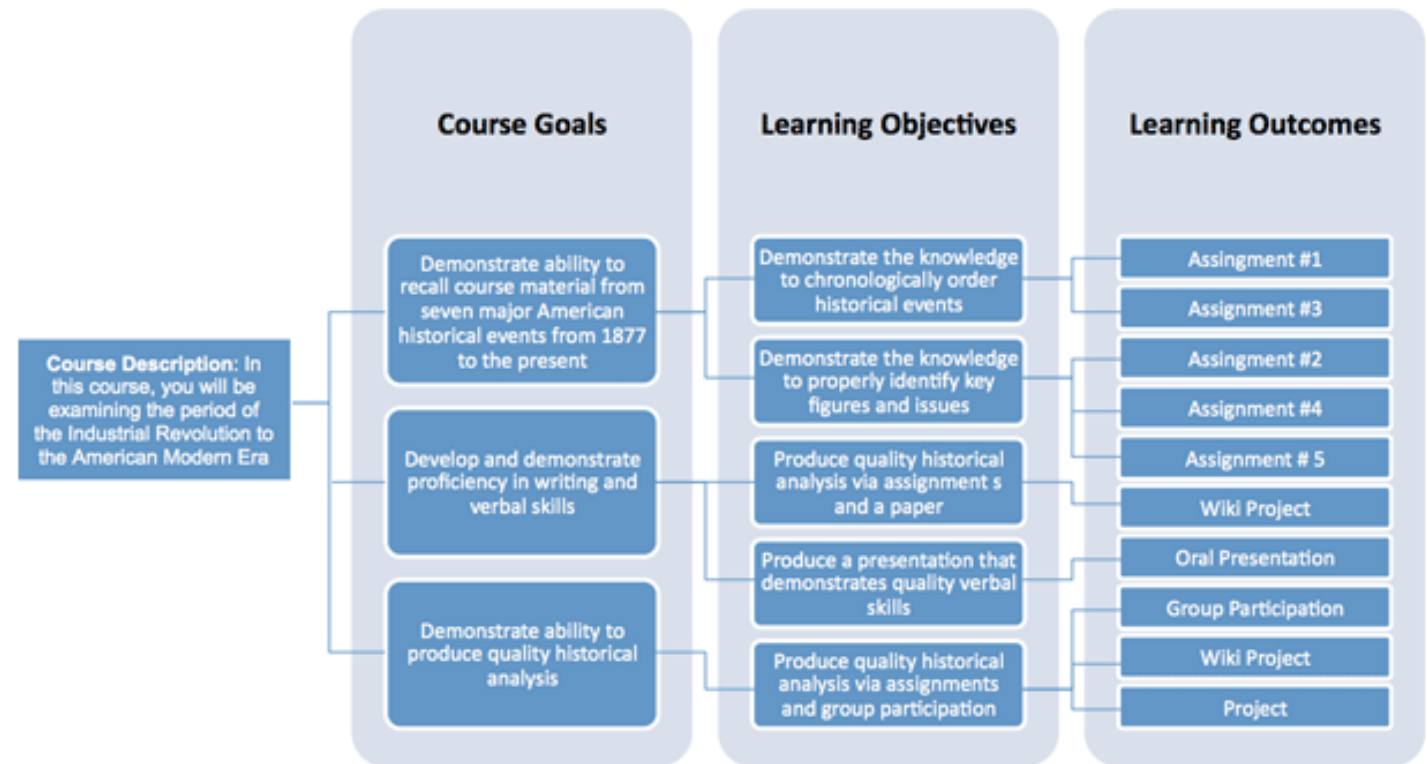
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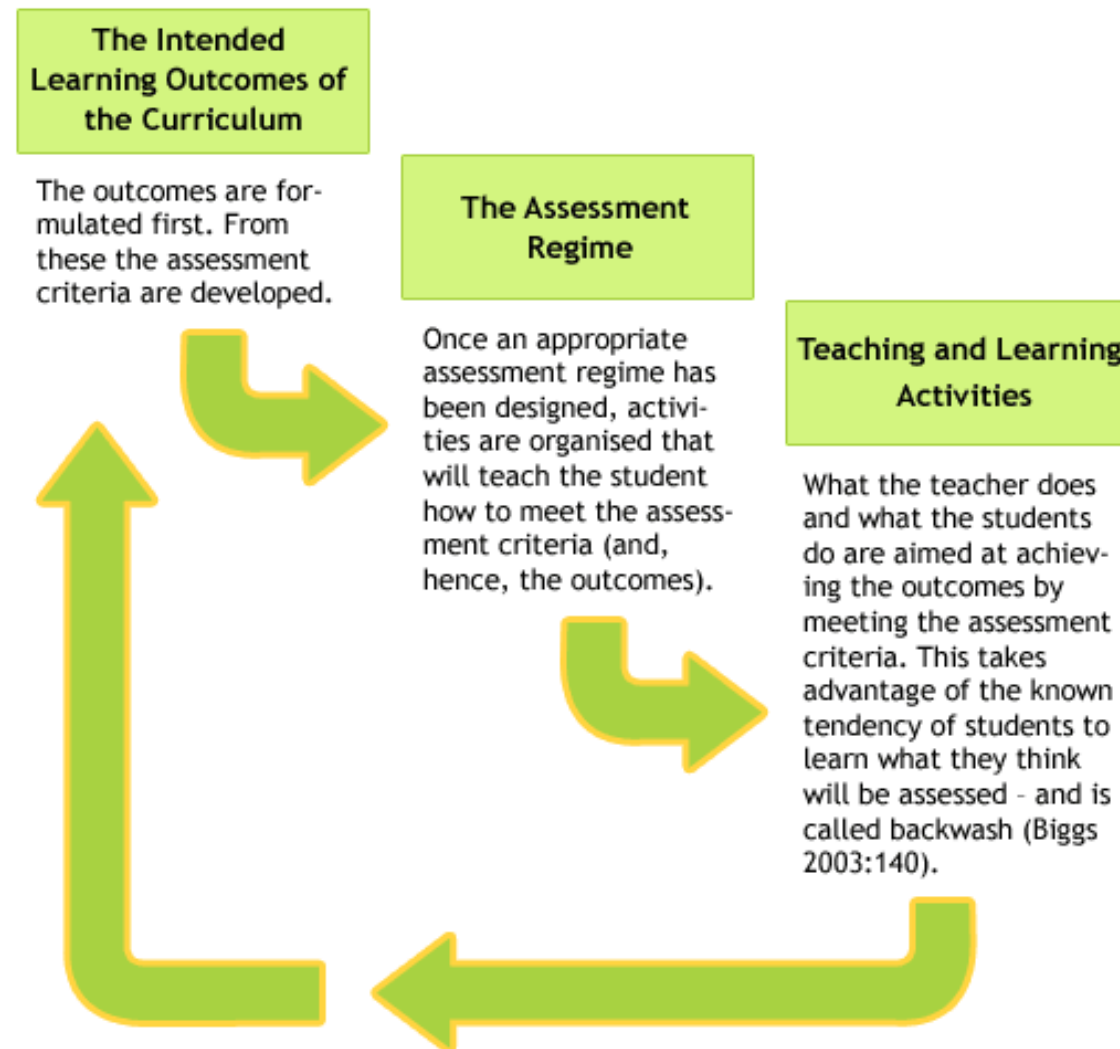
Program Outcome	MARKERS 101 NA	MARKERS 250 01	MARKERS 398 NA	
1. Delight in artmaking, ideally with edible materials.	I	R	M	
2. Compose successful artworks that reflect use of the elements and principles of design.	I	R	M	
3. Solve visual art problems in creative ways.	I	M	R	Introduced
4. Create visual art works to express personal perspectives	I	M	R	
5. Investigate and discuss the role of artists in cultural change	I		R	Reinforced
6. Conduct deep inquiry into an artistic movement and its implications	I		M	Mastered
7. Describe personal process of art making, identify elements of creative meaning and technical production.	I		M	
8. Explore the materials and techniques used by artists	I		M	
9. Use deliberate decision-making practices to create and refine art	I		I	

Source of images for this slide and the next:

https://www.google.com/search?q=programme+courses+learning+outcomes+alignment+chart&rlz=1C1CHBF_enCA787CA787&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjLo-6ykeziAhXtljQIHAY3AUyQ_AUIECgB&biw=1263&bih=509#imgsrc=j0N0uxUM9i4Z2M:

Course Learning Goals

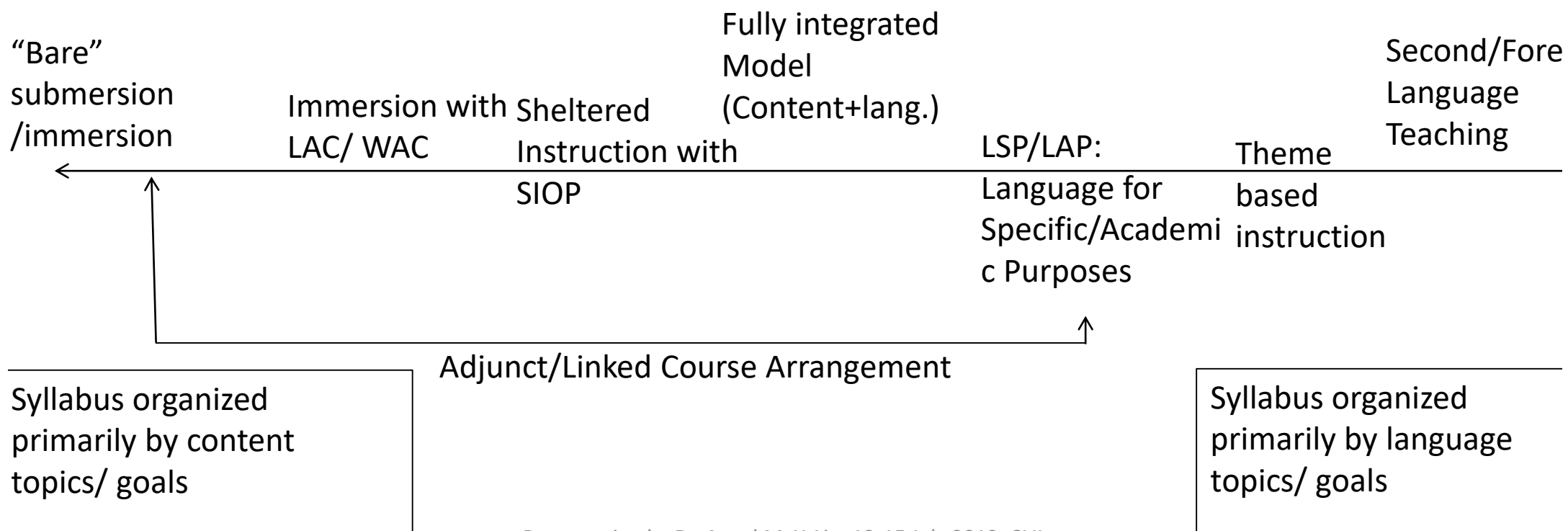




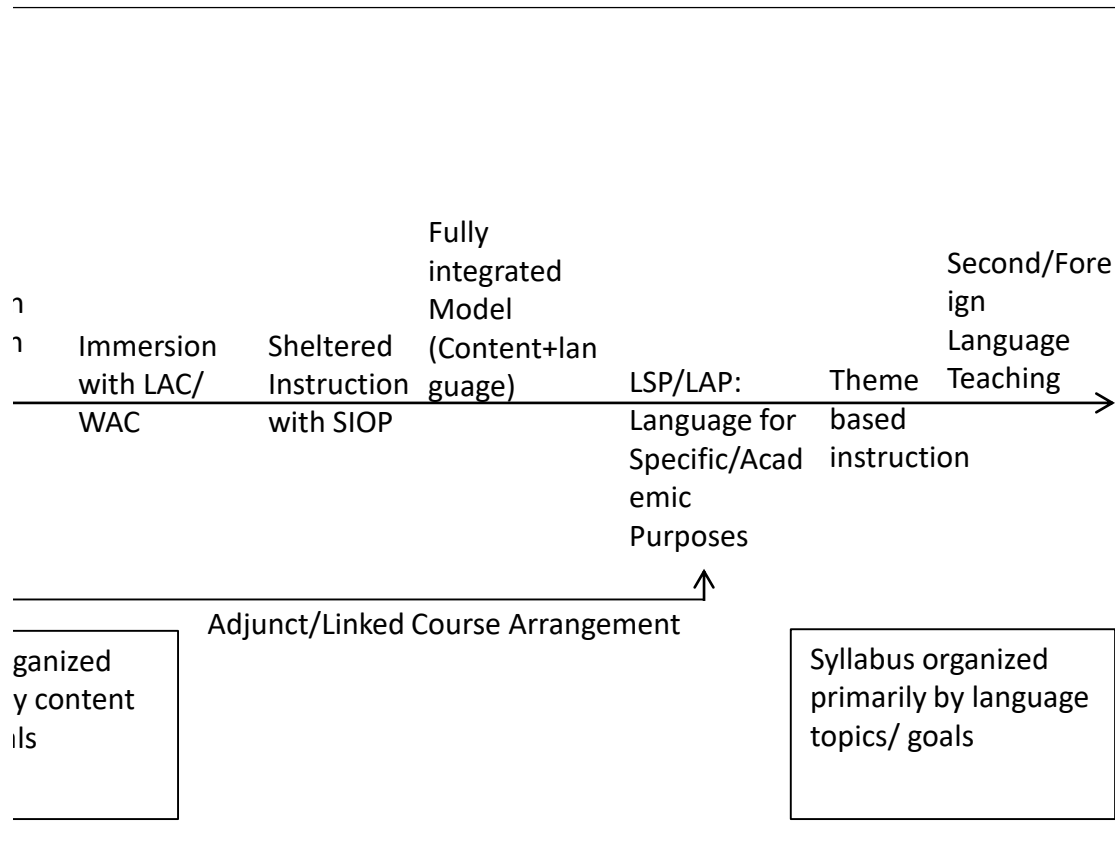
Programme options on a continuum between content driven & language driven goals

Content-driven PLGs

Language-driven PLGs



Exploring different programme options on the CLIL continuum



“Bare” submersion

E.g. Southeast Asian students in Hong Kong



“Bare” immersion

E.g., EMI (English Medium Instruction) classes in many schools in Hong Kong without LAC (language support across the curriculum)

- Can you think of some examples in your own context?

Submersion with LAC and WAC

LAC emerged in the 1970s in Britain as a whole-school approach to address the language and literacy needs of students studying in different subject areas (Targeting all students).

1970s

1980s

The WAC movement in the 1980s: mainly in the context of helping English as a Second Language (ESL) in N. American universities

Sheltered instruction programmes

Sheltered instruction programmes:

Linguistic minority children (who speak a home or community language that is different from the dominant language in society) are pulled out from mainstream classes and given “sheltered” content instruction, usually with ESL teachers.

The Center for Applied Linguistics (CAL) in the U.S. has developed a Sheltered Instruction Observation Protocol (SIOP) to provide teachers and school administrators with an instrument for observing and giving feedback on teachers’ implementation of quality sheltered instruction (Lin, 2016).

SLOP Sample Lesson Plan

Background

This lesson continues class work on a biology unit about cells. In prior lessons, the students studied how scientists use their microscopes to study cells and their components, the location—function, and structure of the cells' main parts.

English proficiency levels: Advanced beginners to intermediate

Grades: 9 to 12

Standards: California Biology/Life Sciences

- Standard 1a) Students know that cells are enclosed with semipermeable membranes that regulate their interaction with their surroundings.
- Standard 1e) Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

Preparation

Content Objectives: Students will be able to:

- differentiate the characteristics of animal and plant cells
- identify and name at least six organelles in the cell
- match effectively the function to the organelle on a cell model
- build a three-dimensional model of a plant or animal cell

Language objectives: Students will be able to:

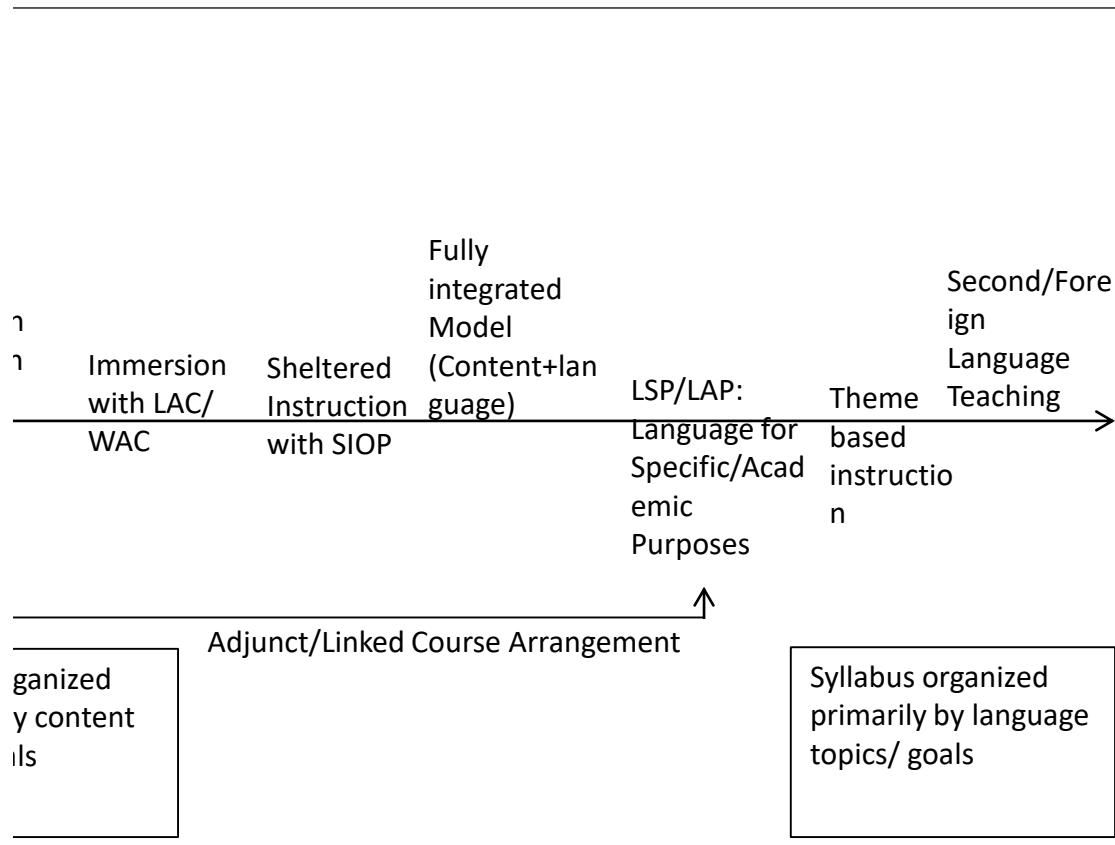
- discuss cells and organelles in small groups
- negotiate designs for building a cell
- use appropriate scientific terms for cells, organelles, and functions

More SIOP resources

Click on the dropbox link below for more examples of teaching materials using the SIOP approach developed by the CAL (Center for Applied Linguistics):

<https://www.dropbox.com/sh/iqtb61z17cz8yra/AABm-PsEpir7-7t-MMMk6Z9a?dl=0>

the other end of the continuum



- Second/Foreign Language education
 - Everyday functional topics: e.g. ordering food in the restaurant, asking and giving directions;
 - Popular social/cultural content: social media, pop culture topics; content topics used to contextualize language learning.

Theme-based Instruction—e.g.

Topics: environmental Protection, Balanced diet

Scope and Sequence

LANGUAGE INPUT				SKILLS DEVELOPMENT
NIT	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH	
1 Hello! page 2	<i>am/are/is, my/your</i> I'm Maria. My name's Yuka. What's your name? p. 2 <i>This is ...</i> This is Ben. Nice to meet you. p. 3	<i>How are you?</i> How are you? Fine, thanks. Good, thanks. p. 4 <i>What's this in English?</i> It's a photograph./a computer, a camera, a bag p. 6 Numbers 1-10 and plurals three houses nine students p. 7	Good morning! Good-bye! What a nice day! See you later! A cup of tea, please. Have a nice day. Good night! p. 5	Speaking Introductions pp. 2-3 Good morning! Practicing conversations p. 5
2 Your world page 8	<i>he/she/they, his/her</i> He's from the United States. Her name's Kim. p. 9 They're on vacation. p. 12 Questions What's his name? Where's she from? p. 9	Countries Brazil, China, Mexico p. 8 Adjectives awful, really good, fantastic, beautiful p. 12 Nouns center, hospital, building, park p. 12	Numbers 11-30 fifteen twenty-one p. 13	Reading and speaking Where are they from? Two people on vacation in New York p. 12
3 All about you page 14	<i>am/are/is</i> We're all singers. p. 16 Negatives She isn't a nurse. p. 14 I'm not from Canada. p. 16 They aren't waiters. p. 16 Questions and Short answers What's her address? How old is she? Is she married? p. 15 Yes, she is. / No, she isn't.	Jobs a police officer, a nurse p. 14 Personal information last name, first name, address, phone number, married p. 15	Social expressions 1 I'm sorry. That's OK. Excuse me! I don't understand. I don't know. p. 19	Reading and listening We're in Las Vegas! An interview with the band Metro 5 p. 18 Role play In a band
4 Family and friends page 20	Possessive adjectives my, your, our, their p. 20 Possessive 's Annie's husband Jim's office p. 20 has/have I have a small hotel. She has a job. We have three sons. p. 23 Adjective + noun a small hotel a big house a good job p. 23	The family mother, son, wife, ... p. 21 Describing a friend very beautiful, really funny, a lot of friends, her favorite music p. 24	The alphabet a, b, c ... How do you spell ...? p. 26 On the phone. Good morning, Laxcom International. The manager, please. Sam Jackson speaking. p. 27 Saying e-mail addresses pambowder@gmail.com p. 27	Reading and writing My best friend A description of a friend p. 24 Listening Who are they? Listen and identify the people p. 21, p. 25
5 The way I live page 28	Present Simple I/you/we/they I like ice cream. I don't like tennis. Do you like basketball? p. 29 Where do you work? Do you live in Denver? p. 30 In Brazil they speak Portuguese. p. 32 a and an a waiter, an actor, an Italian restaurant p. 30 Adjective + noun an American car, Spanish oranges p. 33	Sports/food/drinks tennis, swimming, hamburger, oranges coffee, juice, water p. 28 Adjectives exciting, delicious, great p. 29 Verbs live, work, come, play, speak, want p. 30 Languages and nationalities Chinese, Japanese p. 32	How much is it? Numbers 1-100 30, 40, 50 ... p. 35 Prices 75¢ \$1.60 \$20 \$100 How much is ...? p. 35	Listening Four conversations Where is Colin? Who is he with? p. 31 Listening and speaking At a party Two people meet and talk p. 34
6 Every day page 36	Present Simple he/she He gets up at 6:00. p. 38 She lives in a small house. p. 40 Questions and negatives What time does he have breakfast? He doesn't live in London. p. 39 Adverbs of frequency He always works late. He never goes out. p. 38	The time What time is it? It's nine o'clock. p. 36 Verbs with nouns have breakfast leave school get home p. 37 Verbs and Nouns cook, listen, play eggs, bus, lunch p. 40 Words that go together get up early, watch TV p. 42	Days of the week Monday, Tuesday ... today, tomorrow Prepositions of time on Sunday at nine o'clock in the morning p. 43	Speaking Lifestyle questionnaire Do you get up early? Do you go shopping on the weekend? p. 42

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LSP/LAP

- LSP (language for specific purposes) and (LAP) language for academic purposes programmes which are usually offered at postsecondary, tertiary institutions (e.g. colleges, universities) often by units outside of academic faculties/departments like the Language Centre, or Centre for Academic Literacies/ Communication (Lin, 2016).

Adjunct/ Linked Course Model

- A content course plus a linked language course on subject-specific language

A content course
taught by a subject
content teacher



An adjunct/linked
language course

- The Content teacher and the language teacher work closely together
- Language course is tailored to prepare students for meeting the language demands of the content course

Planning and Coordination Involved in Adjunct/Linked Course

	Tertiary Level	K-12 Level
Program	Program director to push for coordination between content teacher and language teacher	Professional development program initiated by the program directors curriculum leaders towards integration
Teacher	Content teachers become more language-aware and language specialists become more content-aware	Possible to have the same teacher achieve integration of content learning and language learning
Assessment	Adjust assessment structure of the linked course to give weight to both content-driven and language-driven goals	



The Question

- How can a syllabus be organized by both content topics and language topics?

Mapping out the Language Demands of Content Topics

A syllabus primarily organized by content topics and discipline-specific curriculum principles.

- E.g. the sequencing of content topics according to content pedagogical considerations

A parallel syllabus charting out the language demands of the content topics/texts/tasks

Teaching materials explicitly developed to offer students guidance and support in learning the language resources evolving around the content topics

- E.g. The disadvantaged school program (DSP) (Rose & Martin, 2006)

Results: Students receive explicit instruction on discipline-specific language patterns

E.g. teaching the language aspects of academic language (the next 3 slides are taken from Prof. Jim Martin 2013)

e.g. Teaching how to do explanation ('cause in the clause')

e.g.:

Fever **helps reduce** the reproduction of pathogen cells in localised areas.

There is increased blood flow to the infected area **due to** VASO-DILATION (widening of capillaries).

This **means** more phagocytes and macrophages can quickly travel to the infection site.

Fever **helps reduce** the reproduction of pathogen cells in localised areas.

≈

Body temperature rises

and so

pathogen cells reproduce more slowly in localised areas

There is increased blood flow to the infected area **due to** VASO-DILATION (widening of capillaries).

≈

Blood flows more voluminously to the infected area

because

the capillaries widen/dilate

- 'cause in the clause'...

Fever helps reduce the reproduction of pathogen cells in localised areas. [There is increased blood flow to the infected area due to VASO-DILATION (widening of capillaries)]. = [This] means more phagocytes and macrophages can quickly travel to the infection site.

≈

Fever helps reduce the reproduction of pathogen cells in localised areas. There is increased blood flow to the infected area due to VASO-DILATION (widening of capillaries)
and so
more phagocytes and macrophages can quickly travel to the infected area

Challenges in contexts with heavy exam pressure

There is a strong tendency for teachers, students and parents to demand instruction to follow strictly the assessment agenda in many East Asia contexts

School administrators need to exercise their leadership to convince parents and teachers of the long-term benefits of developing a solid foundation in academic literacies and discipline-specific communication skills

Many high-stakes public exams are starting to develop task types that demand higher-level thinking skills and clear communication of argumentation/ reasoning.

- E.g. The assessment reforms in Singapore and Hong Kong

Examples of CLIL units of work—designed by English Language Teachers in Taiwan

Directions for Future Research

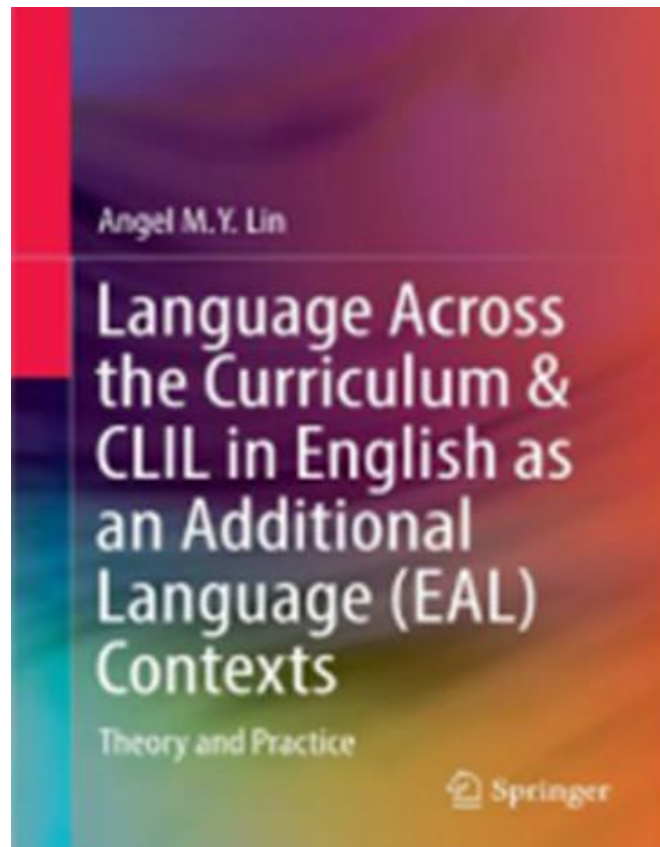
- Educators in diverse contexts should come up with diverse models of CLIL to suit their own needs
- Some basic principles (e.g. Slides 7-12) can be used to chart out the range of possible programme options—need to further try out and innovate with these curriculum planning principles
- What will be some possible programme models of CLIL that suit your own specific contexts? What are the most important curriculum planning principles?



Selected References

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End of Presentation--Thank You!

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